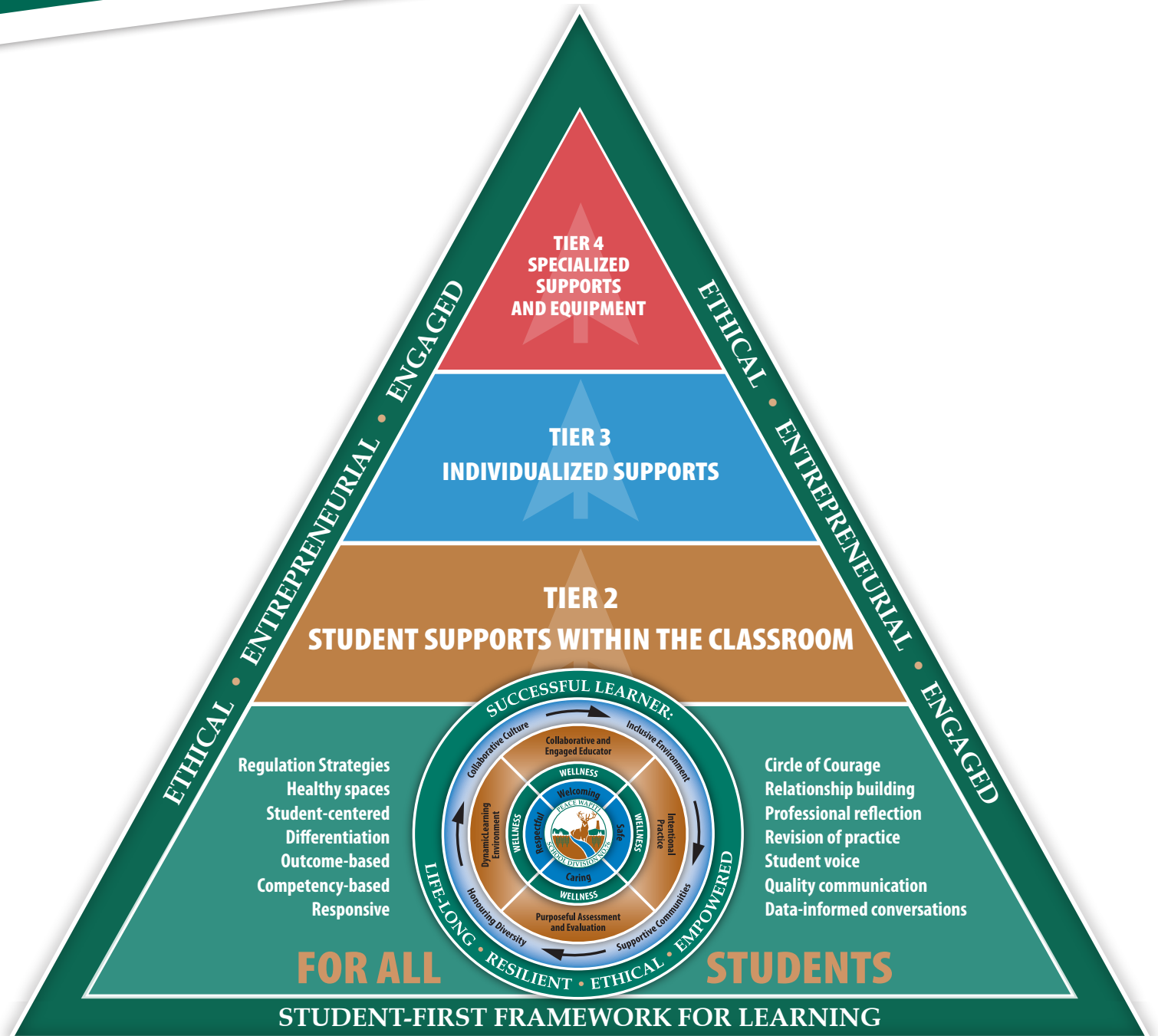


# STUDENT FIRST

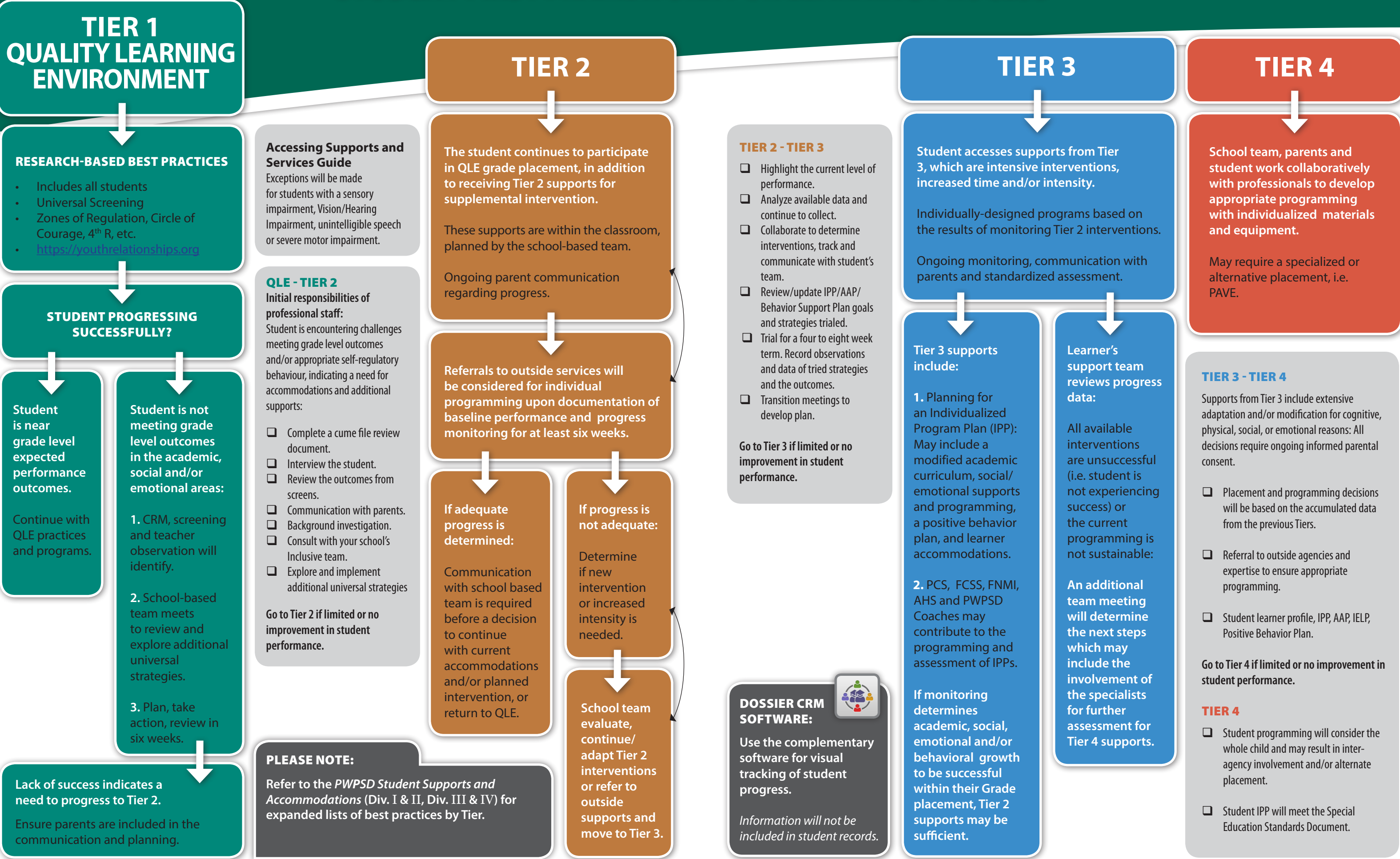
## FRAMEWORK FOR LEARNING

### PEACE WAPITI PUBLIC SCHOOL DIVISION



**PEACE WAPITI PUBLIC  
SCHOOL DIVISION NO. 76**  
EDUCATING TODAY FOR SUCCESS TOMORROW

STUDENT FIRST FRAMEWORK FOR LEARNING PROCESS



# FRAMEWORK FOR STUDENT-FOCUSED CONVERSATIONS

QLE	Tier 2	Tier 3	Tier 4
<b>Embedded Collaboration</b> <ul style="list-style-type: none"><li>Intentional, timely work between educators to support student learning and success by grade level or division.</li><li>Emphasizes evidence based, developmentally appropriate best practices.</li><li>School based team only, e.g. CCS <a href="https://drive.google.com/file/d/0B00kathmoZ3HMFIsVE9sMIhSLVU/view?usp=sharing">https://drive.google.com/file/d/0B00kathmoZ3HMFIsVE9sMIhSLVU/view?usp=sharing</a></li></ul>	<b>School Community Team Meetings (SCT)</b> <ul style="list-style-type: none"><li>Provides support to students and their families; the team promotes a solution-focused approach to all situations (beyond academics).</li><li>Involve parent/guardian, Teacher, FCSS, Mental Health Therapist, Administration, School SCT Lead, Inclusive Education Teacher.</li><li>May involve CFS, RCMP, Counsellor, Addictions Counsellor, Triple P, Inclusive Education Learning Coach, EA, FNMI, bus driver, probation officer, student, community members (i.e. pastor, coach, elder).</li></ul>	<b>IPP Meetings Including Transition meetings</b> <ul style="list-style-type: none"><li>Involve parent/guardian, teachers, Inclusive Education Teacher.</li><li>May involve student (Grade 3 and up), EA, Administration, Inclusive Education Learning Coach, PCS therapists (based on specific student needs).</li><li>For students who require program modifications, alternate programs and specialized equipment.</li><li>A team approach to planning and monitoring individualized programming.</li></ul>	
<b>CRM</b> <ul style="list-style-type: none"><li>Student centered, data driven, action focused collaboration meetings to ensure individual learning needs are met.</li><li>Occur every 4-6 weeks.</li><li>Include Administration, Inclusive Education Teacher, classroom teachers.</li><li>Possible additions: EAs, Inclusive Education Learning Coach, Counsellor.</li></ul>	<b>IPP Meetings Including Transition meetings</b> <ul style="list-style-type: none"><li>Involve parent/guardian, teachers, Inclusive Education Teacher</li><li>May involve student (Grade 3 and up), EA, Administration, Inclusive Education Learning Coach, PCS therapists (based on specific student needs).</li><li>For students who require program modifications, alternate programs and specialized equipment.</li><li>A team approach to planning and monitoring individualized programming.</li></ul>	<b>Success in School Meetings (SIS)</b> <ul style="list-style-type: none"><li>Involve parent/guardian, Child &amp; Family Services (CFS), teacher and student if appropriate.</li><li>Administration, Inclusive Education Teacher, Inclusive Education Learning Coach, outside service supports (i.e. Behavioral Specialist, Psychologist), Counsellor, EA.</li><li>This is a joint venture between Alberta Education and Children and Youth Services (CYS) to support improved school outcomes and high school completion rates for children and youth in provincial government care.</li></ul> <b>Violence Threat Risk Assessment (VTRA)</b> <ul style="list-style-type: none"><li>Involve Administration and school staff, Inclusive Education Learning Coach, RCMP, Mental Health Therapist, Assistant Superintendent Student Services. Possibly: CFS, PCS and Counsellor.</li><li>Purpose: To provide an established and practiced approach to assessing students who may be on a pathway towards violence and high-risk behavior. To develop interventions that decrease the risk, prevent injury, and support students in receiving the help necessary to address the issues leading to high-risk activities.</li></ul>	

## COLLABORATIVE TEAM MEETINGS EXEMPLARY PRACTICES RESOURCE

## LEADERSHIP PROMPTING GUIDE FOR COLLABORATIVE TEAM MEETINGS

For truly effective collaborative team meetings, team leaders play an invaluable role in leading the discussion, including:

- Ensuring the meeting is efficient, focused and action oriented.
- Ensuring focus is placed back on classroom supports (Tier 2).
- Focusing on supporting effective classroom practices, coaching and challenging teachers.
- Ensuing focus placed on data-informed discussions.

### GENERAL NOTES FOR LEADERS DURING MEETINGS

- When beginning the meeting, who will be our note taker, timekeeper and our interrupter today?
- Review norms ("We are meeting today to engage in action-oriented conversations to move children forward").
- Initiate celebrations for individual students – when generic statements are provided (i.e. "the grade threes are all improving their reading so much", ask "Which students in particular do you feel made the greatest gains?"). Identify the strategies used to gain this.
- Keep it literacy, numeracy, wellness or sensory focused and stay small to start. Establish a focus (day, student, class, etc.).
- Work to draw other team members into the conversation (i.e. "Cynthia, you had a student similar last year - what did you do to engage them?")

### QUESTIONS TO ASK

- What have you tried in your classroom to support \_\_\_\_? What worked or did not?
- What is working in your classroom for this child? What progress has the student made?
- Are there any strategies that you could apply from one area to another?
- What can we control? What can we do? Yeah but, what are we going to do?
- How have you differentiated your expectations? (Define 'differentiated').
- What accommodations, strategies and/or interventions are currently in place for this student?
- Is there anyone else present with a similar situation and idea for support?
- Did you have a similar student? What are some things that you tried?
- What evidence supports why you feel they are not progressing?
- What products, conversations and observations (triangulation of evidence) do you have to demonstrate achievement issues?
- What is the student doing well at? How can we capture kids by recognizing their talents, passions?  
\*Remember our strength-based model.
- If a strategy or an accommodation is in place, if that's working at Tier 2, let's move on to someone else.
- How is the family involved?
- What kind of supports are offered at home, for the home and/or outside the home?
- Have you implemented a new strategy and given it six weeks to show effectiveness/impact?